



## "I NUMBER NONE BUT THE CLOUDLESS HOURS."

—The motto on a sun dial at Venice.

There stands in the garden of old St. Mark,  
A sun dial quaint and gray,  
And it takes no heed of the hours in the dark  
That pass over it day by day;  
It has stood for ages among the flowers  
In the land of sky and song—  
"I number none but the cloudless hours,"  
Its motto all the day long.

So let my heart, in this garden of life,  
Its calendar cheerfully keep,  
Taking no note of the sorrow and strife  
Which in shadow across it creep;  
Content to dwell in this land of ours,  
In the hope that is twin with love,  
And numbering none but the cloudless hours,  
Till the day-spring dawn from above.

W. C. DOANE.

## Educational Notes.

Music in the public schools of St. Louis costs \$28,000 a year.

The Maryland Manual Labor School made last summer over \$1,000 from its tomato crop.

The delegates for the University of the city New York, to the Inter-Collegiate Convention, to be held at Hartford, Feb. 19, are Messrs. Beckly, Lindley and Parmey.

A BILL providing for the taxation of colored citizens to establish separate education for colored children has passed the Kentucky Senate. The tax is 20 cents upon each \$100 worth of taxable property.

The Cincinnati Board of Education has voted down (29 to 8) a proposition to reduce the salary of the School Superintendent of that city. The proposed reduction was from \$2,500 to \$3,000. The Superintendent is now a happy man.

The Edward Little Institute, of Auburn, Me., has been presented to the city by the trustees, to be used as a high school. The trustees have also resolved to give \$10,000 to Bowdoin College for the foundation of a Professorship of Moral Philosophy.

DR. LEIBREICH, a distinguished London surgeon, deploring the tendency to curvature of the spine caused by clumsily-arranged chairs and desks in schools, has designed a desk and seat, which have been adopted by the London School Board, 110,000 having been ordered.

CHARLES J. FOOTE, Professor of French and English Literature in the Syracuse High School, died in that city last week, aged 47. He was formerly Professor in Seton Hall College, New Jersey, and was also Private Secretary to John V. Mason when he was Minister to France.

TWENTY-THREE graduates of Yale College formed an Alumni Association at Washington last week, and passed a resolution bailing with satisfaction the appointment of a brother alumnus to the chief professorship, and taking measures for a banquet in his honor on his arrival at Washington.

The whole number of persons enrolled in the public schools of Kansas is returned at 121,000, an increase of more than 15,000 over the previous year. The present number of school houses in the State is 3,133, which are aggregately valued at \$3,408,950. The total amount of interest-bearing securities of public school fund is \$1,093,681.

The number of elective studies at Wesleyan University has been largely increased, and a new marking system has been adopted, which requires a student to get 50 per cent. of the maximum rank in order to be admitted to examination. The speakers for minor exhibition and commencement are to be selected according to their standing in composition and declamation, after freshman year.

THE schoolmaster is wanted—very badly wanted—in some parts of Maine. A merchant at Mattawamkeag recently received the following order: "Bleat Sir Sent 3 Pound of Sol letter, As Sounds this comto you—, BaSSdonke." A long and patient study resulted in the following translation: "Please, sir, send 3 pounds of sole leather as soon as this comes to you. Passadunkag."

REV. A. D. MAYO, of Springfield, Mass., will deliver a lecture on "Children's Rights in the American Republic; a Plea for Compulsory Education," on Sunday evening, 15th inst., at the Church of the Messiah, corner of Park avenue and Thirty-fourth street. Mr. Mayo was fourteen years the leader of the public school people in Cincinnati. Every teacher and friend of general public education should endeavor to be present. Admission and seats are free.

REGARDING the resignation of the President of Wesleyan University, the Middletown (Conn.) Constitution says: "There may be several reasons that have urged him to present his resignation, but we have good cause for knowing that it has been hastened by the action of the trustees in overruling the decision of President Cummings in regard to the suspension of a student. Of course, there were but two ways for him to take, submit or resign."

THE Tribune says: "It is reported that Cornell University is to have an editorial chair, and to give diplomas to graduates in journalism. Everything is to be taught, we are told, from setting type to writing leaders. The preparation will doubtless be good; but it is to be hoped that none of these young students will fondly fancy that they are to step directly from their school into capable journalism. The training of the newspaper can never be rendered unnecessary by any college curriculum."

THE Trustees of Phillips Exeter Academy, in New Hampshire, at which so many eminent clergymen, lawyers, statesmen and others laid the foundation of their education, are endeavoring to establish a library at that institution for the use of its teachers and pupils, especially of such books as are best adapted to aid and illustrate their studies. They also hope to add to these a collection of engravings, photographs, casts and busts. They make an appeal to the alumni and friends of the academy to aid in the undertaking. Books or other articles and contributions in money may be sent to S. C. Buzzell, the treasurer, at Exeter, N. H., or to either of the Trustees.

HERE is "an item as is an item," all the way from the Pacific coast: "The cause of education has been greatly retarded of late in Pleasant Grove, Cal. One fine morning a little animal, far from fragrant, was found occupying a seat in the school-room. Lively efforts were made by teacher and pupils to expel him, but the closer he was pressed the stronger he grew. For ten days he held sole possession of that seminary, and school didn't keep. Then the odorous creature consented to retire to the cellar. He is there still, and though the educational struggles are continued above, it is with fear and trembling, and a piteous lack of mental abstraction."

THE School Superintendent of Holyoke, Mass., in his annual report for 1873, gives the names of the teachers and the number of pupils under the charge of each, and also their salaries, by which it is shown that most of the teachers receive but \$9 each per week, although many of them are burdened with from 30 to 50 pupils. The number of teachers at present employed is 28, and the number of pupils 1,068. He strongly urges that the city furnish the pupils a free supply of the necessary textbooks. A numerously-signed petition for the establishment of a free drawing-school has recently been presented, and he urgently recommends that the committee make the necessary arrangements for this class of instruction at once.

A NEW manual of instruction has been prepared for the public schools of Springfield, Mass. The course for the primary and grammar schools is made to cover five years; the work to be performed in each of these terms in each year is arranged under these heads: Reading, spelling, printing of words—which merges later into penmanship—arithmetic, oral instruction, including object teaching, language lessons—which become the study of grammar—geography, writing, drawing, history, music and miscellaneous. The latter topic includes familiar talks with the pupils on personal habits and conduct, something which a thoughtful teacher can make highly important and beneficial.

MR. GLADSTONE, in his recent address to the electors of Greenwich, after the sudden dissolution of Parliament, alluded to the new educational movement in England. In regard to the Education act, he thought that no main provision of the measure could be advantageously reconsidered without the aid of an experience not yet acquired; but he could not doubt with regard to "one or two points calculated to create an amount of uneasiness out of proportion to their real importance or difficulty," that the wisdom of the new legislature would discover the means of their accommodation.

YOUNG women are received into California University on the same terms with young men, and have an equal share in all the advantages of the University. The majority of them have come for special courses; some attending but a single class, as in modern languages, botany, English literature, etc. In 1872-73, there were eleven young women enrolled in the regular classes; this year there are eight, of whom one is in the senior class. In the freshman class of 1872 and 1873, two young women made the highest record of scholarship for the year. They belonged to the College of Letters.

THE Yale Literary Magazine is the oldest college periodical in the country. The election of editors took place Jan. 21, but was vetoed by the present board, who did not consider the men who had been elected worthy of the position. This is the first instance in which a board has been rejected. The class, unwilling to hold another election, failed to attend two meetings subsequently appointed for that purpose, and thus placed the power of appointing their successors in the hands of the old board. The following gentlemen are appointed: C. T. Chester, Buffalo, N. Y.; H. S. Guilever, Norwich, Conn.; A. F. Jenks, Brooklyn, N. Y.; W. R. Richards, Litchfield, Conn.; J. W. Brooks, N. Y.

At the recent annual meeting of the Alumni of the Medical Department of the University of New York, Dr. Alfred L. Carroll read a paper on the philosophy of health, in which he argued, very wisely, that instruction in the rudiments of hygiene should form an essential feature in the educational course of every person. He admitted that classics and mathematics were desirable accomplishments, but looked upon these acquirements as of no avail to the man who did not know how to preserve his health. The alumni elected the following officers for the ensuing year: President, James R. Leaning; Vice-Presidents, Alfred L. Carroll, Wm. Canfield, S. Fleet Speir, Bolling A. Pope, Thomas A. Finnell, J. H. Hobart Burge; Secretary, Chas. Inslee Pardee; Treasurer, D. B. St. John Roosa.

SUPERINTENDENT HOPKINS, of Indiana, in his last annual report, notices the changes made in the school laws of that State by the last Legislature. The most important is the abolition of County Examiner, and the creation of County Superintendent. The law devolved the selection of this officer upon the Township Trustees, who, from their relations to the public schools, were supposed to be peculiarly fitted for making such selections. These appointments were made by the Trustees of every county in the State on the first Monday of June last, the day designated by the law. Persons were generally appointed by the Trustees with exclusive reference to their qualifica-

tions, and in all such cases the results have been eminently satisfactory, and the law itself has been rendered popular. In a few instances, however, fealty to political party, rather than to common schools, was made the one essential qualification for the office. In such counties the law has failed in a great measure to respond to public expectation.

OPPOSITION of corporal punishment will try to "make a handle" out of the following story—but we give it as it is told in the Connecticut papers, for the express purpose of showing that a brutal man or woman will do brutal things: "A young student from Wesleyan University, teaching at East Glastonbury, saw one of his pupils, a girl about 15, writing a note during school-hours, a few days ago, and ordered her to bring it to his desk. She declined, saying that it was not suitable for him to see, whereupon he told her to leave the school. She was just starting, when he approached her, and saying, 'You are not 16, and I'll lick you,' struck her three blows upon the arm and shoulder with a knotted stick an inch in diameter. As she was starting again, he seized her by the hair and gave her another blow on the head. She went home, badly crippled, perhaps for life. She was a frail girl, the daughter of a poor widow, and was working in a factory to pay for her education. The citizens were very indignant, and about 50 of them met the teacher in the street at night and mobbed him, but he escaped with a few bruises. The next day he settled with his pupil by paying \$25, and was warned out of town on pain of tar and feathers."

## THE MAGIC OF ELECTRICITY.

A letter to the Troy Times gives the following graphic description of the manner in which railroad business is conducted in the Grand Central Office in this city:

The signal office is a little room at the northern entrance of the depot, about thirty feet above the pavement. It is reached by a narrow passage way from the west side, and when you get into it you see a sight which made Jones go into an unmistakable surprise. Looking down the depot there was a space of more than 600 feet extent by 200 feet breadth, covered with an iron roof and lighted from the top. Trains of cars were coming and going incessantly, but no confusion was perceptible, and everything, as my friend said, "went like clockwork." There are two operators in service here, relieving each other during a tour of duty, which extends from 5 A. M. to 11 at night, their motions being regulated by a large and costly clock. The gentleman in charge received us very politely, but before we had hardly thanked him we heard the sharp and rapid ring of a bell overhead. It was marked "Ninety-sixth to Seventy-fifth street." "You see," said the operator, "there is a train coming in, and it wants to know if we are ready for it." "But how does it ring that bell?" said Jones. "By electricity," was the reply. "This is Hall's patent, which works like a charm." In a few minutes another bell rang. It was marked "Sixty-first to Fifty-sixth street." "The train now reports itself again," said the operator, "and this renews notice either to prepare for it or to signal it to stop. He touched a telegraphic machine, and then said, 'This throws up the signal to come in,' and sure enough, in a few minutes the train arrived. One hundred and forty trains arrive and depart in a day, including the Central Hudson, the Harlem, and the New Haven Roads, and hence the signal service is one of incessant activity. The operator then informed us that each road has four starting bells of different keys, all of which were rung by him by means of electricity. Three started passenger trains, and one ordered out the cars as soon as emptied. "You see," said he, "this train which has just come in. The passengers are gone and I want to know if the baggage is taken out." He touched a stop and rang a bell (as he said) 600 feet distant. In a moment a bell overhead struck twice. "Baggage is out," he said, "otherwise he would have struck once and I would have waited. I must order the train out. Do you see that locomotive just ahead? Well, now, see it move." He touched a stop and I saw the letter Z displayed at a window in a side building. "He hears a bell ring, also," said the operator. The engine backed down and hitched to the empty train and the Z disappeared. "I shall now send him out," said the oper-

ator, as he touched another stop, and the empty train moved forward and left the station. "The letters X Y Z (I may add parenthetically) designate the locomotives of the Harlem, Hudson River and New Haven Roads, and are the signals to back down and connect with trains."

"I am now about to send out a passenger train," continued the operator. "A half hour ago I struck twice to open the doors and let the passengers pass from the sitting-room to the cars. Now I shall soon close that very door, but first I must stop checking baggage." A small knob was touched by his finger. "Now," said he, "the next trunk that comes must wait for another train. There (another touch with the finger) the baggage car is hauled out and switched on to the right track. Five minutes more and she is off. Here goes the 'close the door bell' (at a touch) no one passes in after this. Now I say 'all aboard,' (a touch) and we hear the distant voice of the conductor echoing through the vaulted roof. "Now it moves," (another touch) and the rumbling movement was immediately perceptible, and in a few moments the train left the station. As the cars go up the road they signal their progress by ringing bells in the same office until they have got through the city streets, and thus give assurance of a clear track for all that may follow. The station will contain twelve trains of thirteen cars each, and by means of this wonderful system they are all managed with dispatch and safety."

## THE COLLEGE REGATTA.

THE RACE TO TAKE PLACE AT SARATOGA—END OF THE GRAND ROW.

The press of New England, has been in a flutter of excitement during the past fortnight over the wrangle of the College Boat Clubs in relation to the summer regatta. The objection to the selection of Saratoga Lake for the rowing-course is that it is a risk to be subjected to the corrupting influences of a resort where gambling, fashion, John Morrissey and Congress water are supposed to be the exclusive attractions. It is at last settled, however, that the race will take place on Saratoga Lake, and that two colleges at least will not participate in it. These colleges are Amherst and the Massachusetts Agricultural. The President of the rowing association of the latter institution has published a statement of the reasons for withdrawal. He says it is because the Trustees and Faculty of the college are strongly opposed to boating among the students. There is no moral or financial obstacle in the way. They have good boats, and are ready and desirous to join in the regatta, but they will not be excused from the regular exercises for the purpose of going, and as their Commencement comes on the day before that set for the regatta, it is impossible for them to go without forfeiting their places in college. They are so discouraged by the college authorities that they cannot even get a place to set up the necessary apparatus for exercise.

The special committee appointed at the Annual Convention of the Rowing Association of American Colleges, at Hartford, to choose a regatta committee, met at Springfield, Mass., Feb. 6. The committee consisted of one member from each College of the association, except Amherst. The Regatta Committee, by the new rule, consists of three members, to be chosen from the graduates of such three colleges as the Special Committee may designate. The choice was Grinnell Willis, of Harvard; C. H. Ferry, of Yale, and J. B. Thomas, of Wesleyan. Ferry, of Yale, was made Chairman. The committee then proceeded in a similar manner to choose Judges as follows: P. C. Chandler, Williams; J. H. Brocklesby, Trinity; Cassimer DeR. Moore, Columbia; A. Anderson, Cornell. Bowden was one of the designated five, but being unrepresented its Judge is not yet named, and William Wood, Director of the Gymnasium of the Young Men's Christian Association in New York, was chosen for Referee of the contest, subject to the approval of the Captains. A Regatta Ball Committee was chosen as follows: C. B. Hubbell, Williams; George R. Allerton, Columbia; F. F. Appleton, Harvard, and R. J. Cook, Yale. One is yet to be named for Trinity. Wednesday, July 15, the day previous to the one selected for the University and Freshman races, was fixed upon for the single-scul race and the running race for the Bennett Cup.



## THE ELEMENTS OF PERSONAL POWER.

DR. J. G. HOLLAND'S ADDRESS BEFORE THE NEW YORK TEACHERS' ASSOCIATION.

\* The address delivered by Dr. J. G. Holland before the New York Teachers' Association, at Association Hall, in this city, on the 30th ult., was thoughtful, scholarly and suggestive. We give below a few extracts from the choice passages:

The charms of power, said Dr. Holland, do not appeal alone to princes, nor do they find entertainment only among those who are moved to use it benevolently. The love of power is universal. The desire for power is the grand motive-force in most of the social and political changes of the world. In the neighborhood, the village, the town, the county, the State—in all classes and forms of society; in all great popular movements which involve the modification of policies and institutions; in the church itself, and all the sects into which it is divided there are men who seek for power as the choicest good. To achieve power is to achieve honor. To be clothed with power is to be clothed with purple.

To be able to move masses of men by eloquence, to guide them by counsel, to govern them by command, to occupy place and exercise official authority—in any way to shape the life and destiny of men—these are privileges to be worked for with every faculty of the mind, and purchased by every sacrifice of time and treasure. Multitudes are willing to be toadies to those above them, provided they may be tyrants to those beneath them. The king may cuff the courtier, and the courtier the scullion, and the scullion the dog; but the dog licks the scullion's hand for his food, and the hand-licking runs back through the whole line to the king again.

This love of power, in its wide range through all grades of life and all forms of society, he contended, must have its basis in nature and its legitimate field of exercise.

### HONESTY

is the first element of power to be considered in the discussion of this subject—for all power must have a footing to stand upon—a basis upon which to act, and there is no sound basis of power but honesty. This is the first element of character which ambition is likely to overthrow. The strongest temptation that assails a man who seeks for power is that which pleads with him to sacrifice truth to present advantage. To conceal truth, to conceal half of the truth, to color truth, to shape truth so that it shall not offend the popular prejudice, to treat public questions with supreme reference to party or personal ends, to sophisticate the truth in any way, for any purpose, breeds rottenness at the foundation of personal power.

The next element of personal power which presents itself for our consideration is

### WILL.

If honesty furnishes the soil for the tree of personal power, will is the vital sap which persistently and perennially flows through every branch. Strong, indomitable will—persistence of purpose—a prodigious element of personal power is this! The man who said: "I propose to fight it out on this line if it takes all summer," revealed in those words the secret of all the successes of his life.

There is in certain weak minds a quality which their possessors suppose to be will, but which, in reality, is want. Willfulness is not will; it is simply a form of obstinacy. The pig possesses it in an eminent degree. Will is positive and projects a current of vital force which we break up into words or shape into actions. Willfulness, or obstinacy, is negative, and even dams the current of the little will with which it is always associated. Will draws the load along its own highway. Willfulness stands still or kicks over the traces, or runs across the tracks of others. None but fools ever mistake the want that is in them for will.

### SELF-POSSESSION

is the next element of personal power that claims our attention. Dr. Holland uses the phrase in its broadest possible sense, covering self-knowledge, self-mastery, self-confidence. It is astonishing how loosely some men carry themselves around, how little they know about themselves, how little mastery they have of themselves, and, as a consequence, how little confidence they have in themselves. They live at random, they talk at random; they know nothing with certainty; they have neither their powers nor their passions in their possession.

Every man ought to have a complete inventory of himself, so as absolutely to know what he can do in all the ordinary matters of life and in its great emergencies. He ought to be able to lay his hand on every faculty, every fragment of knowledge, every fancy, every lesson of personal observation and experience, every spring in his machinery of expression, every available mental and moral resource—to know himself so well, in parts and in whole, and so thoroughly to hold himself in hand, that nothing can shake him from his poise, or, in other words, deprive him of himself.

What we denominate self-mastery or self-

control, is only a form or department of self-possession. No man can master or control the passions of others who cannot control his own. A reformer with a red nose would find it very difficult to dissuade a reveller from his cups. Men who preach moderation must weigh less than two hundred pounds. He who in anger reproves or corrects an angry boy only feeds the flame he tries to quench. The very name of chastity is poisoned when uttered by a rake. An orator, overwhelmed by the passion which he seeks to excite in others, loses his power in the catastrophe. When he begins to weep, we begin to laugh; and when he begins to laugh, we grow sober. In short, the world refuses to be moved by men who have not their passions under control—at least, so long as they are in sight.

Here is where we find the weak points of men, and these weak points are what they are all engaged in covering from sight. This is the weakness of vice, that, even with sound moral and intellectual convictions and abundant good wishes for society, it binds the hands and chokes the voice, and kills the influence of those who indulge in it. No man can preach temperance with a wine-cup in his hand, or train a daughter to virtue with a mistress in the next street.

### SELF-CONFIDENCE

comes of self-measurement. The man who holds himself in possession assures himself by those around him, and arrives at a rational estimate of his powers in relation to them. The process of self-measurement is begun at so early an age in many men that they are conscious of no steps by which they reach their self-confidence. Some men seem to have self-confidence born in them. Without vanity or self-conceit, they never see anything done which they do not believe they can do. As children they are willing to undertake anything a thousand times beyond their existing powers. They are conscious of their possibilities even before they are old enough to know that they must pass through long processes of development and culture in order that those possibilities may be reached.

However self-confidence may be arrived at, there is no doubt that it is a very necessary element of personal power. Faith in one's own faculties, faith in one's own motives, faith in one's own processes and ends, is essential not only in leadership but to all positive influence in the world.

### AN EXHIBITION OF TRUE COURAGE—

that is, self-forgetfulness in a dangerous deed, undertaken for the good of others—demonstrates the possession of most of the elements of personal power. Manhood comes to the perfect definition and demonstration of itself in such a deed, and mankind give it instant obedience. Even the foolhardy enthusiast of Harper's Ferry won a martyr's crown; and his soul went marching on, and marching on, singing as it marched, with every Union regiment through all the war that followed, until that was accomplished which he so strangely undertook.

To the lack of the element of courage in our

### TEACHERS AND REFORMERS

is attributable, in a great degree, the slowness of our progress toward national purity of manners and morals. Why is it that the sin of intemperance and the crime of him whose business it is to sow the land with temptation are not denounced more universally and persistently from the pulpit? Is it because the sin and crime are not evident? Do not the cries of the widow and the orphan fill the land? Do not the victims of drink crowd the cemeteries? Do they not throng the poor-houses and prisons? Do they not burden our courts of justice, and double our constabulary, and swell our taxes, and ruin our industry, and destroy both body and soul in hell even before death comes? Why is it, I say, that this great, overshadowing crime that darkens the world is hardly alluded to in ten thousand pulpits? I will not pronounce the word that rises to my lips, but I will say that when the clergy of America boldly and persistently declare what they think of drunkenness and of all those who minister to it, or abet it by example, the cause of national temperance will receive the strongest impetus it has ever felt.

Why is it that our politicians—many of them amiable men in the main—are so slippery, so cautious, so non-committal in matters of policy, so careful of their record in all things in which there is a chance for a difference of opinion, so crafty and full of intrigue? Simply because the element of true courage is not in them.

There is an element of personal power, which, for the lack of a better name, we call

### MAGNETISM.

The fact that we borrow a word from the realm of physical science by which to designate it shows how difficult it is to define it. A magnet attracts to itself and has the power to throw its subtle influence and law over other matter with which it is brought into contact. So we say that a man who has a secret, indescribable power to attract others, and to bring others into sympathy with him, possesses the quality of magnetism. It is a form or an instrument of sympathy; and sympathy is one of the conditions of power. We must sympathize with those upon whom we would act, or they must sympathize with us. We can sympathize with others without being magnetic, but we must be magnetic in order to bring them into sympathy with ourselves. A man can do much through the channels of his sympathy with others; he can do a thousand times more by bringing them into sympathy with himself. A child will not be moved by one who does not love children, or who does not possess some charm

to make them love him; and if a man has neither magnetism nor sympathy he must rely for power upon colder elements, that bring little reward to their possessors.

### "KNOWLEDGE IS POWER."

according to the old adage. It may or may not be power. Knowledge in some men is weakness. Knowledge is a treasure which power may use, but it is often associated with minds that have no power. There is a world of mistaken opinion on this subject; and the saddest thing connected with it is that it has vitiated nearly all our educational schemes. House-furnishing is not house-keeping. When we train a crew for a boat-race, we are not content to weigh out to them their beef and bread, but we give them their regular pulls over the water. When knowledge is used to feed power, and its grand object is the development of power, then knowledge is convertible and converted into power; but knowledge in a man's head, not thus converted, is no more power than it is inside the covers of a book.

Let us have knowledge by all means—the more the better—but let us rectify the radical mistake that knowledge is power in itself. Let us stop giving prizes for cramming, and save them for those who can do something. Let us banish the idea that scholarship in education, that acquisition is development, and that knowledge is anything more than the furniture of the mind. Our ship is complete in all its parts when she strikes the water, and knowledge is what we take in.

Another element of power, said Dr. Holland, for the lack of a better word, I shall call

### EXPRESSION.

I use the word expression to cover every manifestation and form of power. Life in all its active relations, public speech, private conversation, every department of art and literature—all these are expression, or the outcome of power. Expression in men and women is very largely a voluntary matter, and the result of special culture. There are lives whose only natural and full expression can be found in the line of homely usefulness. There are lives that must be expressed in poetry, in oratory, in investigation, invention, literature, painting, sculpture, architecture. Now all expression to which we voluntarily give shape and direction is art. A well-directed life of usefulness is as truly a piece of art as the Sistine Madonna. It is the result of a vital design patiently worked out. I do not need to say that all the special forms of expression are art, for that is the name by which we call them. All power, then, is expressed in some form of art, and this expression becomes one of the prime elements or instruments of power.

And now, what shall I say of character as an element of personal power? What of that slowly grown and carefully cultivated impersonation of wisdom, goodness, purity and truth which gives the force of authority to opinion, the strength of law to counsel, and makes every word a golden coin to be sacredly treasured? I know of no higher expression of power than character. I know of no higher form of art than character.

It may be that, beyond the performance of the common duties of life, you have nothing to do but to build a beautiful character—that it is only in this way that you can express the power which you possess. Very well—let that content you! Your work is simple, but it is no less difficult and important than his who must find a special expression in literature, or art, or public life. You may not have a strong will; you may not have magnetism; it may take a whole lifetime to become your own master and possessor; you may not have special intellectual endowments; but you may have perfect honesty and perfect faith, and, standing on the one, and crowned by the other, you cannot fail to be powerful, whatever may be your form of expression. No man who builds up a fine character on a safe foundation fails; and every man fails who does not do this, whatever else he may do. All other arts are ministers to the art of character-building; and all artists and all power-bearers of whatsoever sort are the servants of him who practices this art.

We do not half do that which comes to our hands to be done. Suppose you are

### A TEACHER;

what kind of a teacher are you? Have you studied all the methods and intelligently selected your own? Have you a method suggested by a careful and loving study of the young minds placed in your care, and by such experience as you have been able to secure? Have you idealized your calling, and seen in it the angelic work of training and building the human mind, and lending it to its highest and finest issues? Does the work absorb you, fill you with enthusiasm, dignify you with the conscious crown of a great responsibility, and call forth from you the most skillful, the most conscientious and careful, and the most self-forgetful exercise of all your power? Or is your work drudgery, which you dislike, and which you are content to do poorly, provided you can get your pay and keep your place?

### CONCLUSION.

Dr. Holland said in conclusion: Humanity is one, and the breath of power which sweeps through it is divine. Every man's form of power is a stop in the organ, and there is really nothing more admirable in the trumpet than in the flute, nothing finer in the oboe than in the fagot, and nothing so wonderful in the whole instrument as the simple voice of humanity. The greatest desideratum is perfection in the stop, whatever it may be. To make these stops perfect—to shape them so that they shall entirely

express the power which the Creator breathes into us—is the crowning work of our lives. When the little stops become as good as the great ones, and the great ones have reached perfection, when none of them is either dumb or out of tune, then shall the anthem of a triumphant humanity sweep around the world.

## THE RELIGION OF OUR LITERATURE.

The New York Independent says: Our literary men and women can hardly help putting some little of their religion into their writing, and their religious sympathies are no secret. The following facts on this subject we think are accurate: Bryant is a Unitarian, and one of the vice-presidents of the American Unitarian Association, and a similar office is also held by George William Curtis, who occasionally reads sermons in the church of that denomination on Staten Island. Dr. Holmes is likewise a Unitarian of a somewhat earnest type, and other believers in the same faith are John Gorham Palfrey, the historian, who was once a clergyman; Francis Parkman, Senator Sumner, Motley, Bancroft, Whipple, Howells, Mrs. Hunt, Mrs. Spofford, Bret Harte, J. T. Trowbridge, and Mr. Godkin, of the Nation. James Freeman Clarke and Edward E. Hale are almost as well known as clergymen as men of letters. Longfellow and Lowell are Unitarians of a conservative type. With that body is also to be associated, probably, Bayard Taylor. Charles Dudley Warner and Mark Twain are Congregationalists, attending the same church in Hartford; and other Congregationalists are Dr. Holland, Lucy Larcom, Elizabeth Stuart Phelps, Gail Hamilton, Horace E. Scudder and Wendell Phillips, who used to attend the Old South, Boston, which sanctuary he still frequents. Higginson, Parton and Cranch are Free Religionists. Col. Higginson having once been a Unitarian minister, and Mr. Cranch being a graduate of the Harvard divinity school, Emerson and A. Bronson Alcott are, of course, Transcendentalists, and Miss L. M. Alcott's sympathies are also with this school. Epes Sargent and Robert Dale Owen are Spiritualists; Edward Eggleston is a Methodist and a Doctor of Divinity; Mrs. A. D. T. Whitney is a Swedenborgian; John Boyle O'Reilly is a Roman Catholic, and the Episcopalians are represented by R. H. Dana, Jr., John Hay and Mrs. Harriet Beecher Stowe. Whittier is a Quaker of liberal tendencies, although he does not, we believe, call himself a Hicksite.

Turning from literature to scholarship, using both terms in a free sense, of Congregationalists may be mentioned Presidents Woolsey and Porter and Profs. Whitney and Dana, of Yale; Prof. Young, of Dartmouth; President Hopkins, Mrs. Horace Bushnell and J. P. Thompson, Profs. Bartlett, of Chicago, and Park, of Andover; George P. Marsh, J. Hammond Trumbull, of Hartford, and Prof. Asa Gray, of Cambridge, who is also an earnest Darwinian. President McCook, Dr. Hodge, Dr. Philip Schaff, and Prof. March are Presbyterians; Ezra Abbot, F. J. Child and Prof. Peirce are Unitarians, Dr. Abbot standing, like Lowell, with the Evangelical party. Prof. Sophocles attends the Appleton chapel (Unitarian), of Harvard College, though no great Unitarian, we believe. Dr. H. B. Hackett is a Baptist.

## EDUCATION OF WOMEN.

### CANON KINGSLEY AND THE ENGLISH VIEW.

Rev. Charles Kingsley writes in the last number of the magazine called *Good Words*:

It is proposed to assimilate the education of girls more to that of boys. If that means that girls are merely to learn more lessons, and to study what their brothers are taught, in addition to what their mothers are taught, then it is to be hoped, at least by physiologists and patriots, that the scheme will sink into that limbo whither, in a free and tolerably rational country, all imperfect and ill-considered schemes are sure to gravitate. But if the proposal be a bona fide one, then it must be borne in mind that in the public schools of England, and in all private schools, I presume, which take their tone from them, cricket and football are more or less compulsory, being considered integral parts of an Englishman's education, and that they are likely to remain so, in spite of all reclamations; because masters and boys alike know that games do not, in the long run, interfere with a boy's work; that the same boy will very often excel in both; that the games keep him in health for his work; that the spirit with which he takes to his games when in the lower school is a fair test of the spirit with which he will take to his work when he rises into the higher school; and that nothing is worse for a boy than to fall into that loafing, tuck-shop-haunting set, who neither play hard nor work hard, and are usually extravagant, and often vicious. Moreover, they know well that games conduce not merely to physical, but to moral health; that in the playing-field boys acquire virtues which no books can give them; not merely daring and endurance, but, better still, temper, self-restraint, fairness, honor, unenviable approbation of another's success, and all that "give and take" of life which stand a man in such good stead when he goes forth into the world, and without which, indeed, his success is always marred and partial.

Now, if the prompters of higher education for women will compel girls to any training analogous to our public school games; if, for instance, they will insist on that most natural and wholesome of all exercises, dancing, in order to develop the lower half of the body; on singing, to expand the lungs and regulate the breath; and on some games—ball or what not—which will insure that raised chest and upright carriage and general strength of the upper torso, without which full oxygenation of the blood, and, therefore, general health, is impossible; if they will sternly forbid tight stays, high heels, and all which interfere with free growth and free motion; if they will consider carefully all which has been written on the "half-time system," by Mr. Chadwick and others, and accept the certain physical law that, in order to renovate the brain day by day, the growing creature must have plenty of fresh air and play, and that the child who learns for four hours and plays for four hours, will learn more and learn it more easily, than the child who learns for the whole eight hours; if, in short, they will teach girls not merely to understand the Greek tongue, but to copy somewhat of the Greek physical training, of that "music and gymnastic" which helped to make the cleverest race of the old world the ablest race likewise; then they will earn the gratitude of the patriot and the physiologist, by doing their best to stay the downward tendencies of the physique, and therefore, ultimately of the *morale*, in the coming generation of English women. I am sorry to say that as yet I hear of no movement in this direction among the promoters of the "higher education of women." But I trust that the subject will be taken up methodically by those gifted ladies who have acquainted themselves, and are laboring to acquaint other women, with the first principles of health; and that they may avail to prevent the coming generations, under the unwholesome stimulant of competitive examinations, and so forth, from "developing" into so many Chinese—dwarfs—or idiots.

## GEOGRAPHICAL NAMES OF NEW YORK.

Many of the geographical names in this State are of Indian origin, and are beautiful and significant. In some cases they are more than mere names; they are pictures, descriptions of things as they appeared to "the untutored mind of the poor Indian;" and it would puzzle most Anglo-Americans to select from their own language names more expressive or beautiful to be used in their place. Take a few cases that occur most readily to mind.

Susquehanna, "crooked river;" Canajoharie, "the pot that washes itself"—applied, at first, to a whirlpool at the foot of one of the falls of the Creek; Tioga, "a junction of waters;" Ticonderoga, "noisy"—in allusion to the falls at the outlet of Lake George; Poughkeepsie (Apo-keeping), "safe harbor;" Niagara, "across the neck or strait"—lying between Lakes Erie and Ontario; Irondequoit, "where the waves gasp and expire;" Cattaraugus, "stinking shore;" Chautauque, "foggy place;" Oneida, "upright or standing stone;" Saratoga, "side hill;" Schenectady, "beyond the pine plains;" Schoharie, "drift-wood;" Chemung, "horn in the water;" Conhontoc, "trees in the water;" Banister, "a board in the water;" Oswego, "bridge of drift-wood"—at the north end of the lake; Coxsackie, "hooding of the owls;" Warrensburg, "black-bird's nest;" Shandaken, a town in Ulster County, "rapid waters;" Shawangunk, "white rocks;" Caughawaga, "a coffin"—from a large black stone in the river; Painted Post, called by the Indians Conewagoah, "a head on a pole;" Neeskayuta, a town in Schenectady Co., "a field covered with corn;" Schaghticoke, from an Indian and a Dutch word, "land slide point;" and Manhattan, the name of the island on which the city of New York is built, "the place where men get drunk"—in allusion to the intoxication of the natives on the visit of Henry Hudson in 1609.—*Groton Journal*.

## DIFFERENCE IN DATES.

A. L. Hampton writes in last number of the *Iowa School Journal*: "In Ray's Higher Arithmetic we are required to find the exact difference of time between any two dates, consequently it will not answer to count thirty days for a month, as we do commonly. He gives a table by which we can obtain the difference, but in practice I found this, even, was inconvenient, and I think I have found a better way which will always give the exact difference of time. For example, find the difference of time between February 13th, 1878, and January 25th, 1870.

1878 - 2 - 13 | In subtracting 25  
1870 - 1 - 25 | days from 13 days,  
borrow the number of days contained in the month preceding the 2d month, or 31 days. Or, in other words, when we have to borrow days, borrow the number of days contained in the month preceding the month mentioned in the minuend. Teachers, test it, and see if it is true. Is my idea original?

This statement ends with a conundrum. The columns of the *SCHOOL JOURNAL* are open to any one who can answer it.

"ANNA, dear, if I should attempt to spell Cupid, why could I not get beyond the first syllable?" Anna gave it up, whereupon William said, "Because I come to e, u, of course, and I cannot go any further."



## THE FUNERAL OF JAMES W. GERARD.

The schools of this city have sustained a great loss in the death of their active friend, James W. Gerard. For many years past Mr. Gerard gave most of his time and energy to improving the system and in entertaining and instructing the vast army of our school children.

On Monday last Mr. Wm. H. Neilson issued a notice to school officers and teachers, to the effect that, "By the death of James W. Gerard the schools have lost a faithful friend, whose labors and interest for more than a quarter of a century have been actively alive and freely given in their behalf. Not confined by the boundaries of the district or ward for which he was specially directed or appointed, with an enlarged benevolence he visited all the schools of the city, instructing and encouraging, by lectures and kind words of address, the teachers and scholars. It seems proper that his attachment and services should be recognized by a more than usual mark of respect for his memory."

"I therefore advise that the hour appointed for the funeral be observed in the several schools of this city by such appropriate memorial exercises as the trustees and principals may provide. That such teachers as can be spared from the schools at the morning session of that day be permitted to attend the funeral; that the flags upon the Hall of the Board of Education and on the school-houses be placed at half staff. And by virtue of the power vested in me by the by-laws of the Board of Education, I direct, as a further mark of respect for the memory of Mr. Gerard, that the schools in his district be closed for the day."

The funeral took place at the Calvary Episcopal Church, Fourth avenue and Twenty-first street, on Wednesday morning. At ten o'clock the remains of the deceased were taken from his late residence, 17 Gramercy Park, to Calvary church, and were carried up the aisle to the altar, in front of which the coffin was placed. On the steps and platform were placed every variety and form of the most appropriate floral tributes to the dead man's memory. Of these the most splendid specimens were contributed by the children of the schools. In all, these floral emblems had cost over \$7,000. One of these specimens, made by Zachos, cost over \$400. There were crosses, wreaths, broken pillars, crowns, beds of flowers, tombs, harps and anchors.

After the coffin had been placed, there came in carriages the relations and friends of the deceased, who filed into the pews near the front. Then came the pall-bearers: William M. Everts, Royal Phelps, Fred Schuchardt, Alexander M. L. Agnew, Henry Nicoll, Noah Davis, Charles P. Daly, S. B. Ruggles. Then there came a long line of the best known and most respected citizens of New York City, and hundreds of school children of both sexes.

At the entrance to the church the body was met by the rector, Rev. Dr. Washburn, and his assistant, Rev. Mr. Walker. Then was sung that sublime chant of the Episcopal Church, from the eleventh chapter of St. John, "I am the resurrection and the life: he who believeth in me, though he were dead, yet shall he live; and whosoever liveth and believeth in me shall never die."

On the plate of the coffin, which was richly furnished, but quiet in its appointments, was the simple inscription:

"JAMES GERARD,  
Died, February 7, 1874."

The floral memorials were as follows:

A magnificent bed of flowers, white ground, six feet by three, lilac inscription, "Our Friend—Grammar School 35."

A floral star—Primary School No. 4.

A broken column—Gift of J. W. Hamersley.

Broken column—Gift of Primary Department, School No. 40.

Anchor from Mrs. and Mr. Clarence E. Seward.

Harp of flowers from Grammar School No. 40.

An elegant cross, richly designed—Gift of the Grammar Department of Twelfth-street School.

Anchor from Mrs. Dudley Field, Jr.

Cross from Mrs. J. J. Roosevelt.

A floral pillar from Mrs. and Mr. Buckley.

A magnificent anchor from the young ladies of Twelfth-street School.

A large harp, curiously designed, and having the floral inscription—

"He is not dead, but sleepeth."

This handsome tribute was presented by Grammar School No. 40.

A cross from Mrs. Duryea.

A wreath from Mrs. George Wood.

Broken pillar from Female Department of Grammar School No. 10, Wooster street.

A splendid bed of flowers bearing the inscription in hycinths,

"Class of '69."

A wreath from the young gentlemen's organization known as the Gerard Club, of School No. 10.

A fine cross from the pupils and teachers of the Primary Department, Grammar School No. 40.

This splendid display of flowers was permitted to be inspected for two hours after the ceremony had been ended.

Among those present in the church as mourners were William E. Curtis, S. L. M. Barlow, Andrew H. Green, Judge Emmott, Joseph B. Varnum, Mayor Havemeyer, William Wood, Judge Peabody, President Neilson, Commissioners of the Board of Education Halsted, Brown, Kelly, Baker, Wetmore, Klamroth, Mills, H. B. Perkins; Trustees Brennan, Ryan, Knapp, Combe,

Taylor and Kutzburg; Aldermen Vance, Cooper, Billings, Monheimer and Gilson; Judge Bosworth, William Mitchell, Thomas Boese, Judge Woodruff, Samuel A. Lewis, Superintendent of Schools Kiddle, Inspectors Kelly, Perkins, Samuel A. Lewis, many Judges of the Courts and a large representation from the Bar Association. Since the funeral of James T. Brady there had not been seen any such an assemblage of the Bar and Bench at a similar ceremony.

At a meeting of the Board of Education and School Inspectors, officers and teachers of the city of New York, convened at Grammar School No. 50, for the purpose of proceeding to the funeral of the late James W. Gerard, the following resolutions were unanimously adopted:

WHEREAS, James W. Gerard, Esq., whose decease is now announced, has been for many years an earnest and efficient co-worker with us in the cause of public education; therefore

Resolved, That in the decease of Mr. Gerard the cause of education, and particularly the public school system of the city of New York, sustain the loss of a most useful friend and able advocate; and we desire especially to recognize the fact that, both by wise counsels and devoted personal example, he bore a distinguished part in raising our present school system to its high standard, and establishing it in public favor and confidence; and

Resolved, also, That, in common with his friends and the entire community, we deplore as a public loss the decease of the eminent citizen, who is thus called away in the fullness of years and honors, and yet still in the midst of his usefulness.

GRAMMAR SCHOOL NO. 29.

In accordance with the suggestions made by President Neilson suitable memorial exercises were held in G. S. No. 29. The First Ward claims the honor of having been the birthplace of Mr. Gerard, who was born within a stone's throw of the school.

The Male and Female Departments were assembled together at 11 A. M., and a very neat and glowing tribute to the memory of Mr. Gerard was given by Mr. Duffy, the able and scholarly Principal of No. 29.

"Over the River," "Psalm of Life," and other suitable selections were rendered by the girls of the Female Department; while the schools united in the appropriate song, "Under the Willow," etc. Several of the Trustees and other visitors were present.

GRAMMAR SCHOOL NO. 35.

At a Meeting of Grammar School No. 35, held in the chapel, on the 10th instant, in consequence of the death of the late Hon. J. W. Gerard, the following preamble and resolutions were adopted:

WHEREAS, Being deeply sensible of the loss of one whose public spirit has made him justly respected and eminent among his fellow-men, and whose benevolence and zeal in behalf of the public institutions of this city will cause his name to be honored by succeeding generations;

Resolved, That we, the undersigned, in behalf of Grammar School No. 35, which Mr. Gerard's benefactions and favors have aided and upheld, which has been cheered by his presence, instructed and informed by his counsels, do hereby express our most sincere gratitude and respect for him whom we regarded as our genial and sympathizing friend.

Feb. 10, 1874.  
Committee: E. D. Bailey, J. Evans, J. H. B. Browning, H. Noble.

## JAMES W. GERARD.

Ere the echo of the funeral strains that mingled with the last ceremonies over the remains of James W. Gerard has wholly died away, there are still a few words to be said by way of kindly remembrance. Surely twenty-five years of very remarkable, because active and unselfish, interest in the advancement of our common schools stand before us not as beggars for our attention and regard, but as claimants for our hearty notice.

Very beautiful—alas! now altogether in the past—was this interest on the part of our deceased friend, constant, radiantly cheerful, instructive, humorous, electric and overflowing with readiness to serve. The ringing, happy recognition; the charm of a manner bringing a welcome of its own, conscious, also, that cordial welcome wherever it entered would never be denied—the illumined responsive look of the children. When, again, will so extensive and widespread and altogether friendly an influence be felt in our schools.

It seems but the other day, although twenty-five years ago, when standing on the platform of the first ward school erected in his own ward—the Eighteenth—he avowed in one of his most humorous speeches that interest in common school education, an interest which never grew less, but kept burning with a pure, unmistakable lustre until the end. He was then (1849) and had been for many years an advocate of most extensive practice devoted to his profession. With these duties pressing on him still in his prime, he found time to give the influence of his character, his social position, and his eloquence to the still novel experiment of ward schools, and to draw to them that attention and support in the Eighteenth Ward in particular, which was likely to flow toward them through the public in-

fluence of such a name. For in those early days, the schools were by no means the general popular favorites they have since become. Let this be reckoned among the noticeable advantages of Mr. Gerard's influence at that time.

Later, but before he had abandoned the more active duties of his profession, he began the delivery of those lectures to the schools on Rome, Pompeii, Venice, Egypt, enriched by his own experience through foreign travel and enlivened by his wit and humor, that made them so immensely fascinating as well as instructive to the young. Afterward he added lectures on natural phenomena; that on volcanoes, for instance, which will long be remembered by many of the children as a notable example. All his lectures gave evidence of careful preparation, and were delivered extemporaneously with the assistance of catch words on a slip of paper by way of memoranda.

He came in later years to take a great interest in astronomy, and was never in happier spirits than when listening to an examination or recitation thereon. It was not only in this but in other directions that his efforts were largely felt in mellowing, as it were, the course of instruction, or liberalizing it, as one might say, by the introduction of general information on subjects outside the strict requirements of the course. To his honor it may safely be said, that even in his least formal addresses, or lectures, or talks in the schools, he never fell into the blather of rhetorical flourish about the beauty and glory of the Common School system, nor did he adopt the glittering generalities that revel in seeing future presidents, or governors, or mayors, or mayhap aldermen in the bright faces before him. His abounding wit and humor and good sense took a practical, sometimes a scientific direction; always instructive and never of that kind which may be styled the purely gaseous, and which both gods and men, it is hoped, are becoming more and more united to condemn.

Singularly notable was his steady dislike to office, purely administrative or legislative, connected with the schools. He had never any drawing toward membership of the Board of Education; had perhaps a positive dislike to it, and preferred the position of inspector, which gave him what he desired, a free and easy, yet important relation to the schools. Unquestionably he brought dignity to that office, and made it something more than a fifth wheel; in fact, with him it was a fourth wheel which the office was no doubt originally intended to be. His annual reports of the condition of the schools in his district, furnishing suggestions, calling attention to desirable improvements and never to be whistled down carelessly, show how he, at least, regarded the duties of inspector, and what pains he took to fill out his ideal of that office.

Magnifying in this way by a conscientious performance of duty the importance of his inspectorship, it was a true pride, and therefore a most justifiable pride, that led him to extend the sphere of his influence and instruction beyond the limits of his own school district throughout the city, and which made the name of James W. Gerard known to nearly every pupil from Harlem to the Battery.

"Inspector" took from him and through him a new significance—as he allowed himself jokingly to be called, he became a sort of Inspector-General.

Above all, he was a man of singularly sympathizing nature in all his relations with the teachers, and was in the habit of saying that never during his long connection with the schools had he felt it to be his duty to administer rebuke to teacher or pupil. It was this, united to his cheerful speech, his great ability, his large reputation and his eloquence, wit and humor, that made his entrance into every school-house a benison. Critical in the sense of fault-finding he was not, although he had a keen legal eye for human shortcomings; but in the schools he would criticize, only by refraining from praise. That which was worthy he would constantly elevate; those who wanted worthiness might go without praise, but censure they did not get. "There are enough to find fault," he was wont to say, with a cheery tone and an impatient gesture; "I am not paid to find fault." Thus in that fine critical sense, with the eye to see worthiness always, the soul of good struggling under adumbrations and hindrances, sometimes a soul of good in things not quite praiseworthy, he walked about among us for twenty-five years or more.

Let no one suppose from this that he was a milk-and-water, apologetic man—one of the race of olesginous smiles. Very far from it. The warm Gallic blood in him would heat up at the mention of any injustice; and he could, and did, defend his own views on school questions with a manly stiffness, and strike out with a chivalrous, rapid and sharp Saladin-like attack that boded little comfort to an opponent. He could flank, on occasion, also, with lightning wrath, as the writer well remembers. For example, after that terrible massacre of the innocents at Greenwich avenue school: some sudden fear, on that fatal morning, had driven the children out into the main stairway—wild and ever-increasing panic behind them, forcing the screaming masses forward—outer door jammed by the crowd, and opening inward, could not immediately be opened, and when forced, twenty or more suffocated children were dragged, dead, from the sweltering heap. Then followed public horror and general outcry—"Rachel weeping for her children," and would not be comforted." Then came investigation and inquiry, prompt universal order that, thenceforth, every entrance-door in the school buildings should open outwardly, not inwardly, as

therefore, in which order Mr. Gerard, as an Inspector, took a deep interest. Swiftly were the alterations made in the 18th Ward. Not satisfied with this, Mr. Gerard gave orders that the doors must be kept unbolted, in fact, ajar—he himself watching this, from time to time, month after month. In the wintry weather these would fly open with rush of cold air up wide stairways to the shivering anguish of teachers and janitors, and—half-doors were slyly bolted. Down, one morning, came our friend, and found this violation of his orders—janitor called, forthwith—swift, unmistakable order to unbolt, and, in the clearest Anglo-Saxon, janitor is informed that, on second occurrence of this sort, off would go his official head, which admonition, it is believed, sank deep into the remembrance of janitor and all concerned.

To those of us who were with him during these twenty-five years, he never seemed to grow old. Last summer, when he had come back to the schools, after a tedious confinement to his room, his voice was cheery as was its wont, and his fun scarcely less enjoyable than twenty years ago. His eye did not appear dim, although to those of us who knew him best his strength was visibly waning. At last the summons has come. No more here, but gone—full of days and not without honor! Farewell, friend of the children! Who will arise to take thy place? Who, from professional life, with large ability, will, for the children's sake, condescend to their instruction and guidance with such labors as these—who? May thy memory remain long green in many hearts. Farewell, and yet once again, Farewell!

EIGHTEENTH WARD.  
February 11, 1874.

## AIR IN THE SCHOOLS.

THE BOARD OF EDUCATION—TALKS WITH PRESIDENT NEILSON AND THE CHAIRMAN OF THE COMMITTEE ON VENTILATION.

The New York World says: The question of proper ventilation of the public schools in this city has been for some time past one of the chief subjects of discussion in the Board of Education. Although some of the members of the Board pool the statements made of the foul and fatal atmosphere breathed by a large proportion of the school children of this metropolis, and declare that these statements are for the most part exaggerated, yet the larger number believe that a prompt and radical change is necessary. These gentlemen say that they are willing and ready to move in the matter—that they aim and wish to make the public schools all that could be desired. They claim, however, that they are unable to find a thoroughly effective system of ventilation which can be applied without entailing too great expense. They say further that even before the World investigated the matter they had made experiments on their own behalf. Another obstacle has been the lack of funds for any extensive operations, as the Board have endeavored to cut down all expense to the utmost limit. There is an appropriation of \$5,000 allowed them by the Comptroller with which "to make a thorough investigation as to the best method for ventilating the schools, and to report upon the same."

The members of the Board say, however, that as their determination all along has been to cut down expenses they did not feel authorized in using this money, more particularly as they believe that this sum was put in the "apportionment" "as a job for some one."

A member informed the writer that all the expenses of building heretofore had been covered by the issue of bonds, but that all such expenses would now have to be "lumped" into the general fund; and furthermore, that numerous and extensive repairs would probably be required on the school buildings in the annexed district if all were in the same condition as those already examined, and to meet these additional expenses they had but \$9,000 remaining for the current year. Hampered in this manner, they felt that the only course left open to them was to offer to all those who had made this matter their study an opportunity of showing to the Committee on Ventilation copies of their plans and *modus operandi* of properly ventilating any large building. It will be incumbent on these parties to prove this without expense to the Board, the adoption of the plan being, it is considered, a sufficient recompense. No approximate sum can be determined upon as to the cost of a thorough system; but the members have little doubt that if any system adopted by them should prove effectual the tax-payers would have little hesitation in footing the bills. For the above purpose a series of meetings will be held by the Committee on Ventilation, invitations to attend which have been sent to all the prominent theorists on this subject. At these meetings plans and specifications of the various methods will be presented, and afterward practical tests made of the same.

MR. WILLIAM H. NEILSON, the President of the Board of Education, has given this subject considerable thought. He seemed somewhat astonished yesterday at the writer's question as to whether any steps had been taken toward acting on the subject, and replied:

"Certainly steps have been taken, and in the right direction. This matter was long ago referred to the appropriate committee, who have full power to act in the matter. This committee is composed of Messrs. Hoe, Traud, Mathewson, Baker and Beardslee.

They are practical men, and understand what they are about. The Chairman, Mr. Robert Hoe, is eminently fitted for carrying out any plans that may be adopted. Mr. Hoe is at present in Europe, but this will make but little difference, as the work will go on in his absence. There is a great difference of opinion even among scientific men as to the best mode of ventilation. You will find those who are opposed to doing things in a scientific manner. I myself have paid a great deal of attention to this very matter, and I am therefore earnestly interested in anything that will aid us in solving this difficulty. The committee have full power and authority to do what is proper, and I have full faith in their doing so."

"What is the chief drawback in the plans already proposed?"

"The failure to obtain a sufficient volume of fresh air with which to expel the foul air seems to be the chief defect in the present system, and for this a new system must give a radical remedy."

"The World found that the air chambers in several schools were stopped up by paper. Has any attention been paid to that matter?"

"Oh, yes" (laughing). "By the by, the pupils in School 50 were highly indignant that your paper should charge them with stuffing up the chambers in their school. They say that the janitor did that himself."

"Do you know how soon any action will be taken by the Board?"

"Well, that is a question of time. We are desirous of procuring a good system, and on account of the difference of opinion as to what is the best method we cannot decide hastily. Everything is being done to hasten forward the matter. I sincerely trust and believe that ere long a proper and sufficient mode of doing away with all the evils of the present system of ventilation will be devised and put in practical operation. I can assure you, for one, that I don't think open windows are a sufficient mode of ventilation, and shall therefore do all in my power to aid the committee in their labors."

The writer afterward called upon

MR. A. J. MATHEWSON,

who is acting as Chairman of the Committee on Ventilation in Mr. Hoe's absence. Mr. Mathewson, in answer to a question as to what the Committee had accomplished in this matter, replied: "At the meeting of the Committee last Monday it was resolved that invitations should be sent to all parties who had made this subject a special study, asking them to present themselves before our Committee at a specified time and place with their plans, so that a full investigation could be made into their merits. This meeting will be held Saturday next, when we expect at least a dozen plans will be submitted. Among the most prominent of these will be the ones presented by Mr. Leeds, of this city, and Professor Barker, of the Franklin Institute of Philadelphia. Professor Barker's plan is one of the simplest and most inexpensive that has yet been tried, and has, I think, proved quite successful in his own institute. The Board has been invited by the Brooklyn Board to examine the system now in use in several of its new school buildings, which it thinks almost perfect. Our Chairman, Mr. Hoe, who is now in Europe, is making while abroad, I believe, a study of this matter. He will return in April, and in the meanwhile we will carefully study all the plans brought before us. We must remember, however, that even in England, where hundreds of thousands of dollars have been spent in investigating this subject, still most of the new public buildings are extremely faulty. We are desirous of acting as speedily as possible in this matter, but we must have a plan that will not entail a great expense upon this city. Such a plan can be obtained by our method of inviting plans and specifications and making a practical test of the same."

## A JOKE ON THE SCHOOLS IN SPRINGFIELD.

The Springfield (Mass.) Republican tells this story:

An individual has appeared in our schools this week with some sort of a paper from our school authorities, and requested the masters and teachers to commend to the scholars an entertainment of his at the opera house, which consisted in showing his wonderful ventriloquial powers in imitating the cries of birds and the notes of musical instruments. An imitation of the jews-harp, we believe, was his *chef-d'œuvre*. In most cases he solicited opportunity to address the schools personally, when his amusing brogue gave a hint to the scholars of more fun than could be evoked from his mimic art. By means of this cheap advertisement he was enabled to fill the body of the opera house with children, at ten cents a head, yesterday afternoon, though the natural distrust of such a programme, felt by the teachers, saved many pupils from going who would otherwise have gone. There were, however, some teachers in the audience, and the graduating class of the high school lent the dignity of their presence to the scene, that academy having been treated to the blandishments of the imitated jews-harp. The audience, being largely composed of gamins, who could afford ten cents for that purpose as long as the city buys their school-books, the entertainment, early in its career, became an animated colloquy between the man with the funny brogue and his hearers. Repeated assurances that "that's enough," and invitations to "dry up," from the audience, called forth from the professor interludes, at first of misplaced flattery, then of bitter denunciations and threats.







ART NOTES

THE Water-color Exhibition in New York is excellent. All our readers in town should see it.

T. ADDISON RICHARDS has nearly finished a large and beautifully selected view of "Chatsworth, England," taken from the Derwent River. There is a large stone bridge spanning the river in the foreground, and the banks on either side are covered with the rich green foliage of early summer. In the distance the roof of this famous chateau shows above the surrounding trees. Mr. Richards will contribute this picture to the coming exhibition of the academy. Mr. Richards has also upon the easel several elaborate studies of flowers, among which are groups of the water-lily, and several varieties of roses grouped with objects of still-life.

T. L. SMITH, since his return from the Onondaga hills, where he tarried late in the season, making studies of winter landscapes, has been busily engaged upon several pictures illustrating these effects. One of his most elaborate studies is an early winter-scene in the open glade of a forest. One of the compositions which engage Mr. Smith's attention just now gives a moonlight view on a frosty night. The trees and shrubbery are fringed with frost, and in the distance appear the warm lights of a cottage window. This picture promises to be as beautiful in its final finish as it is poetical in expression.

COMPULSORY EDUCATION.

Compulsory education is a thing to which as yet we have not come in this country; but if the figures of Mr. Dexter A. Hawkins are to be relied upon, it is the point to which the ship of State may drift. We are aware that figures can be made to tell some pretty big truths, but a careful examination of Mr. Hawkins' paper certainly evidences much painstaking research, and we believe his statements can in the main be relied upon. The question is one which it is particularly appropriate to consider at the present time, especially in view of the recent declaration of Mr. Herbert Spencer against any education by the State, claiming, as he does, that all education should be provided by the family alone. However such a plan may be practicable in England, it clearly holds a very different relation here. In this country the people rule; especially has this been so since the result of the late war, has been to place a ballot in the hands of every citizen without regard to one single element of fitness. As then, the suffrage is in the hands of the masses, it follows that just as the masses are proportionately educated and intelligent, and lifted up in the scale of being, so will results be made apparent. The great strength of Tammany in years past has not been its wealthy and unscrupulous leaders, though these, of course, directly organized their triumphs, but the ignorant masses in our city, who can neither read nor write, and who scarcely know their right hands from their left, and who were marshalled to the polls as cattle are driven to the shambles. What kind of education the children of such would obtain "in the family" it is not difficult to predict—nay, the very results can be seen in the slums of the city, where the future generation is just coming into being.

We may be and have been told that education by the State is inconsistent with liberty in the abstract. But neither liberty nor humanity nor virtue nor honesty are anything in the abstract; they are positively nothing, except so far as they directly pertain to individuals. Mere theories of it or that virtue amount to nothing, unless indeed they can be put in practice. And those who discourse so vehemently about liberty in the abstract, and who claim that they should not be called upon to pay for the education of the children of others, as they are obliged to under our common school system, would do well to tell us why they should pay road taxes, when, very likely, they never travel on the road; or a canal tax, when they live off the products of their own farms, and have no interest in the canal at all. The truth is, the existence of a government implies the surrender of a measure of individual liberty for the benefit of the whole community, and then education resolves itself into the question whether the public welfare demands it, and whether it is within or outside of the limits of that surrender which the individual makes to the State. We are not now pleading for compulsory education in itself as for the inherent right within certain conditions to enforce education if the highest interests of the State demand it. As a means to an opinion touching this point, we commend to the reader the extract published elsewhere, regretting only that we have not room for the entire paper.—*Christian at Work.*

The letters of the late Sir John Herschel are being collected by his son, Capt. Herschel, R. E., and the English Press is urging him to prepare them for publication.

Local College and School News.

GRAD. T. TRIMBLE ASSOCIATION.—The sixth annual reunion of this association will be held at the Hotel Monico, on Tuesday, Feb. 17.

G. S. No. 14.—Last week we gave a brief notice of the Fourth Annual Reunion of the Associate Alumni of the Male Department of this popular school. It was held at the Union Square Hotel, and will be long remembered with pleasure by all who participated in it. The following were the regular toasts on the occasion:

1. Character.—La Fayette Olney. "The purest treasure mortal times afford is spotless reputation; that away, Men are but gilded loam or painted clay."
2. Singing.—Calm at Sea.—F. H. Nash.
3. Our School and our Teachers.—Hugh R. White. "Take him to develop, if you can, With Youth's bright hopes we get out the Man."
4. Then and Now.—Henry N. Tift. "The present point of time is all thou hast, The future doubtful, and the former past."
5. Singing.—Would I were a boy again.—F. H. Nash.
6. The Voyage of Life.—Louis B. Gratacap. In Childhood's hour with careless joy, Upon the stream we glide; With Youth's bright hopes we gayly speed, To reach the other side. Manhood looks forth with careful glance, Time steady paces the oar; While Old Age calmly waits to hear The knell upon the shore.
7. Singing.—Solo and Chorus, "Auld Lang Syne." The officers of the association are James B. Pettigrew, President; Frank H. Smith, First Vice-President; James B. Van Voort, Second Vice-President; Thomas Mook, Recording Secretary; Chas. A. Barnard, Corresponding Secretary; Thomas W. Smith, Treasurer. Directors: Abner B. Holley, Henry Vinton, James H. Donaldson, Sydney Fisher, Hugh R. White.

A PRIZE OFFER TO SCHOOL CHILDREN.—All teachers will oblige us by calling the attention of their pupils to the following: Mr. Wm. Miles, President of the Sixpenny Savings Bank of this city, authorizes us to offer a prize of one dollar, to be given to each of five female pupils, whether in this city or out of town schools, who will render a proper solution, expressed in the best language, and showing the best penmanship, of the following questions:

LEISURE STUDIES. What will \$1 per day put out at 7 per cent, with compound interest for the space of fifty years—that is, \$1 per day each day in the fifty years, allowing 300 days for each year—amount to? and what part of that would one cent per day amount to? What would they amount to at 6 per cent, and what at 5 per cent?

If a married man can support a family of five persons on \$3 per day; how much should a single man save who has none but himself to support?

The last question is capable of argument as many contingencies are contained in it. It would be well to qualify the answers by written arguments. The offer will be held open for one month, and consequently competitors are requested to send in their answers by the 28th of February.

GERMAN FESTIVAL IN THE TWENTIETH WARD MALE EVENING SCHOOL.

Grammar School building No. 32 has seldom been honored by the "sweet singers of Germany" as it was on the occasion of the reception given by the German classes of this excellent department to their friends on Tuesday evening. Every foot of space allotted to spectators was occupied. The platform was filled with prominent representatives of the German element of both sexes. In the centre sat Mr. William Kilian, chairman for the occasion. The display of drawings by the Germans in Mr. Heinmuller's class is worthy of special mention, the walls and easels presenting many fine specimens in both crayon and pencil. The entertainment began at eight, by an orchestral performance of an arrangement from Meyerbeer, so well executed by nine young men that Thomas must look well to his laurels. A tenor solo from "Martha" followed, then a dialogue, then a duet-piano and violoncello—all of which reflected high credit on the performers. A solo on the zithra was next in order, which produced a magical effect on the audience by its delicate and sweet utterances. Mr. Kilian then forcibly addressed his fellow-countrymen in their native language, after which the orchestra again played and the exercises closed. All felt that the idea of the Committee on Evening Schools of the Board of Education—that the German element should be allowed an occasional evening for Americanizing in the night schools—a most happy one.

KNOW YOUR CHILDREN.

Hundreds of men have no time to get acquainted with their children. They see in a general way that they are clean and wholesome looking, they pay the quarterly school-bills, and they grudge no expense in the matter of shoes and overcoats. They dimly remember that they once courted their wives, and said tender things in pleasant parlors, where the cheerful gaslight shed its glow, or on moonlight evenings under rustling leaves. The time for that has quite gone by, and they would feel as bashful as a school-boy reciting a piece, were they to essay a compliment now to the lady at the other end of the table. They have forgotten that home has its inalienable rights, and among them first and chiefest the right to their personal presence. Nothing rests a man or woman who has been busy about one set of things, better

than a total change of employment or feeling. A nap on the lounge is all very well, but after a half hour of it, if the most tired man will shake off dull sleep, and have a romp with the children, or a game of bo-peep with the baby, he will be rested much more thoroughly than if he drowsed away the whole evening, as too many business men do.—*Hearth and Home.*

GIVE HIM A LIGHT!

An exchange says: If a child wants a light to go to sleep by, give it one. The sort of Spartan firmness which walks off and takes away the candle, and shuts all the doors between the household cheer and warmth and the pleasant stir of evening mirth, and leaves a little son or daughter to hide its head under the bed-clothes, and get to sleep as best it can, is not at all admirable. It is after the pattern of Giant Despair, whose grim delight, confided to Diffidence, his wife, over the miseries of his wretched prisoners, always seemed most imitable—a perfect picture of the meanness of despotism. Not that the dear mother means to be cruel, when she tries this or that hardening process, and treats human nature as if it were clay to be moulded into any shape she may please. Very likely she has no idea whatever of the injury and suffering she causes, or perhaps her heart aches; but she perseveres, thinking she is doing right.

GENERAL INFORMATION.

—A marvelous combination of economy, taste, beauty, sentiment and artistic merit! A year's subscription for *Demorest's Monthly Magazine*, and the large and beautiful oil chromo, "The Old Oaken Bucket," presented as a premium. See the announcement in another column.

—The following publications of the house of Wilson, Hinkle & Co., have been adopted for 1874 by the Board of Education of New York city: McGuffey's New Eclectic Readers, McGuffey's New High School Reader, McGuffey's New Eclectic Primer, McGuffey's Pictorial Primer, Leigh's McGuffey's Primer, Leigh's McGuffey's Primary Reader, DeWolfe's Instructive Speller, White's Graded School Arithmetic, Ray's Series of Arithmetics, Ray's Series of Algebra, Eclectic Series of Geographies, Eclectic System of Penmanship, Eclectic Primary Copy Book, Harvey's Elementary and English Grammars, Venables United States History, Brown's Physiology and Hygiene, Evans's Plane and Solid Geometry, Gow's Good Morals and Gentle Manners.

HARD TIMES.—Notwithstanding the "hard times," there were nine hundred and ninety persons who opened accounts during the month of January in the Sixpenny Savings Bank of this city, and as this bank is supposed to represent the poorest classes of this city who are enabled to live within their income, we may infer that "hard times" is rather the result of too much waste and extravagance, and a disposition to live without work among the people, than an inability to self-support. The deposits of the bank during the same period gained over ninety thousand dollars. Is there not a moral here worthy of the study of the "hard times" complainants.

MISFIT CARPETS.—We would call the attention of our readers to Mr. Bendall's card in the present number of our journal, and from our personal knowledge of the gentleman and his fair and honorable dealing, we do not hesitate to recommend our friends and patrons who desire a really good carpet at a very much less than the regular prices to give him a call. Not only can the very best goods in the market be found at his place, but purchasers can have them sent lower and laid free of charge, a no slight desideratum to those who know anything about the trouble of laying and fitting carpets. Mr. Bendall's place is at 112 Fulton street (bet. William and Nassau streets), down stairs.

—Use Uncle Sam's Cough Cure, twenty cents a bottle, for coughs, colds or any throat trouble.

BREWAGE OF COUNTERFEITS.—Use Brummell's celebrated Cough Drops. The genuine have A. H. B. on each drop. General depot, 410 Grand street, New York.

—Good second-hand and misfit carpets a specialty at 112 Fulton street, corner of Dutch. Entrance in Dutch street. All sizes, good patterns. Call and save money.

—Rupture can be cured without suffering. Elastic Trusses are superseding all others. Before buying metal trusses or supporters, call or send for a descriptive circular to the ELASTIC TRUSS COMPANY, 683 Broadway, New York.

WATERS' ORCHESTRAL ORGAN.—Perfection seems almost to have been reached so far as the musical qualities of the parlor organ are concerned. In the orchestral organ, made by Horace Waters & Son, of 481 Broadway, we have seen a marvelous instrument, captivating in its appearance, and as pleasing to the ear as our best church organs, when manipulated by an expert player. At the Fair of the American Institute it was constantly surrounded by a delighted crowd of admirers. This new organ has a great scope of expression, from the softest and sweetest tones to the loudest and most brilliant. Provided with ten different stops, the player can at will, gradually or suddenly, augment the volume of tone, as on a cathedral organ. When one considers this compactness of this orchestral organ, its beauty as a piece of furniture, and its powers as a musical instrument, together with its slight cost, it will be admitted that, as a household instrument, it leaves nothing to be desired.—*Home Journal, N. Y.*

GOOD NEWS!

Every improved method of education is of incalculable value. Use the ELLSWORTH TRACING METHOD OF PENMANSHIP, and secure success with ease, certainty and celerity.

Ellsworth's Copy Books are the best! Children cry for them! It is the kind to buy for them!

Address: H. W. ELLSWORTH & CO., No. 755 Broadway, N. Y.

Greenleaf's Mathematics, PARKER'S EXERCISES IN COMPOSITION, AND other popular School Books, ROBERT S. DAVIS & CO., Publishers, New York Agent, ORLANDO LEACH, at Mason, Baker & Print, 142 and 144 Grand street.

E. & H. T. ANTHONY & CO., 291 Broadway, opp. Metropolitan, CHRONOS AND FRAMES, STEREOSCOPES AND VIEWS, DIAPHRAGMS, REGALTIENSCOPES, ALBUMS, AND PHOTOGRAPHS OF CELEBRITIES. Photo-Lantern Slides a specialty. Manufacturers of Photographic Materials.

PHILOSOPHICAL INSTRUMENTS FOR SCHOOLS AND COLLEGES, INCLUDING

AIR PUMPS, ELECTRICAL MACHINES OF ALL KINDS, INDUCTION COILS, GRIBBLE'S TUBES, SPECTRUM TUBES, SPECTROSCOPES, ACOUSTIC APPARATUS, &c., &c., &c.

A very large stock constantly on hand. Prices and illustrated catalogues sent by mail in any address on receipt of ten cents.

JAMES W. QUEEN & CO., 601 Broadway, N. Y. 924 Chestnut St., Phila.



CHEMICAL AND Philosophical Apparatus.

BARE CHEMICALS AND EXTRA QUALITY OF GRADUATED GLASS AND PORCELAIN VESSELS FOR USE IN ANALYSIS. ALSO, MINERALS, FOSILS AND LABORATORY TOOLS OF ALL KINDS.

IMPORTED AND MANUFACTURED BY E. B. BENJAMIN, No. 10 Barclay St., N. Y. City. Large and complete Catalogue, finely illustrated and handsomely bound in cloth, price \$1.50 per copy, mailed.

BOHRBECK & GOEBELER, IMPORTERS, MANUFACTURERS AND DEALERS in

Chemical Apparatus, PURE CHEMICAL PREPARATIONS, used in

CHEMISTRY, MEDICINE, PHOTOGRAPHY, THE THERMION, ETC., MINERALIA. No. 4 Murray St. (near Broadway), New York.

PENS. SUPERIOR STEEL PENS.

Harrison, Bradford & Co. WORKS: Mount Vernon, N. Y. WAREHOUSE: 75 John st., New York

Special attention called to their Nos. 505, 75, 28, 20 and 22.

JOSEPH GILLOTT'S STEEL PENS,

OF THE OLD STANDARD QUALITY. The well-known Original and Popular Numbers, 303-404-170-351,

Having been assumed by other makers, we desire to caution the public in respect to said imitations.

JOSEPH GILLOTT & SONS, 51 John street, New York. HENRY MOR, Sole Agent.

ESTERBROOK'S STEEL PENS.

[Trade mark: E. Esterbrook & Co. Works, Camden, N. J.] Warehouse, 49 Maiden Lane, New York.

Sample cards fifteen pens for twenty-five cents.

MANUFACTORY ESTABLISHED 1856. THADDEUS DAVIDS & CO., Sealing Wax, Wafers,

Writing Inks, Fluid, ETC., ETC.,

For the Use of Schools and Colleges. 127 and 129 William St., NEW YORK.

JUST OUT—NEW EDITION OF Golden Treasury of Piano Lyrics, Vol. 1.

Nos. 1 to 50, beautifully bound in cloth, with gilt letters, price \$4.

CONCORDIA.

A collection of celebrated Gems for Organ or Piano, bound in cloth, price \$1. Only the most experienced hand could make such exquisite selections.—*Literary Digest and Trade Circular.* Selected with refined and discriminating judgment, and a reliable contribution to all lovers of good music.—*Christian Union.*

Educational Value and Vocal Music a specialty. Catalogues with contents sent free on application to LEWIS REVERA, 333 Chestnut street, Philadelphia.

BRYANT'S CELESTIAL INDICATOR.



This is a new apparatus for facilitating the study of Astronomy. It is intended to illustrate clearly to children and to adults the various phenomena of the heavens; the motion of the earth around the sun, and the changes of the seasons, the earth's axial motion; the precession of the equinoxes; the position of the sun, both solar and lunar; the change of the pole star; changes in the declination and right ascension of stars; the difference between the solar and tropical years; the "precession of the signs of the zodiac; the revolution of the moon's nodes, &c.

As compared with the apparatus is a short Treatise on "Cosmology, descriptive of the same, and illustrating how to use the instrument. An hour's time will enable the teacher to become familiar with the subject and with the instrument impart more information by illustration, with the INDICATOR, than is usually gained by pupils during their entire course.

"I think I can safely say that there is no instrument now in use in schools that can serve so well as the Indicator to explain clearly the principal elementary things, &c., in Astronomy."—JAMES O'NEILL, Prof. of Astronomy, Georgetown College, Washington, D. C.

"I know of no other similar apparatus now in use that contains such an amount of accurate illustration at so small a price."—JOHN BROCKLEBURY, Prof. of Mathematics and Natural Philosophy, Trinity College, Hartford, Conn.

"No school should fail to secure this valuable piece of apparatus."—E. T. FRISTOE, Professor of Natural Science, Columbia College, Washington, D. C.

"We have used Bryant's Celestial Indicator for some time, and find it able to do all the instructor claims for it, and even more."—Prof. of Mathematics and Natural Philosophy, Trinity College, Hartford, Conn.

"Prof. of Fredonia Normal School, New York." "Bryant's Celestial Indicator appears to me to be one of the most valuable additions to school apparatus that the mechanical ingenuity of the last few years has been able to invent. It ought to have a very extensive sale and come into general use. It wonderfully combines movements which have hitherto required separate instruments to illustrate."

HOMER B. SPRAGUE, Prin. of Adelphi Academy, Brooklyn, N. Y. "I wish it might be placed in every institution where any attempt is made to teach Astronomy."

E. C. REAR, H. A. M., Prof. in Mathematics and Astronomy, Union College, Wisconsin. "Mr. Bryant's apparatus being quite unique and different from all others, deserves a place in every good collection of scientific apparatus on its own peculiar merits."

Prof. of P. H. S., Hartford, Conn. "Students and teachers will welcome the apparatus as a valuable assistance in the study of the most sublime of the natural sciences."—M. C. STERNES, Prof. of Nat. Science, State Normal School, Genesee, N. Y.

"I heartily commend the Indicator to all who have occasion to employ any apparatus of the kind."

Assistant Sec. Com. Board of Education. The apparatus is made of brass; it is simple and durable in construction; not liable to get out of order. It occupies about a cubic foot, and is carefully boxed for shipment to any part of the country.

PRICE, . . . . . \$25.00.

MANUFACTURED BY THE BRYANT CELESTIAL INDICATOR CO., Hartford, Conn.

L. W. BOYNTON, HENRY BRYANT, H. D. TARBELL, President, Secretary, Treasurer.

WEBER

PIANOFORTES.

Endorsed by the leading Artists of the World and the Press as the

BEST PIANOS MADE.

The great durability and their long standing in time has made the Weber Pianos the favorite instruments for School Teachers and Seminars, and they are more extensively sold for that purpose than those of other makers.

Prove as reasonable and terms as easy as consistent with thorough workmanship.

WAREHOUSES, Fifth Avenue, cor. 16th St., NEW YORK.

For Schools, Thacker's Violet-Black Ink is the BEST AND CHEAPEST.

Sold in Quarts, Pints, Half-pints and Cottage Sizes, by all Stationers. JEWETT, ST. JOHN & CO., Sole Agents, 18 and 20 Liberty Street, New York.

SAMPLES TO TEACHERS, 25 PER CENT. DISCOUNT. THE GOLDEN RULE!

CLEGG'S PATENT CONCAVE RULER, CHECK AND PAPER-CUTTER, 10 CENTS TO \$2.00 EACH.

If your Dealer will not send to the east, send to the publishers, 161 Nassau St., New York. Inquire of them for the New Century Calendar, and for the Golden Rule. Send for it to each, complete price, at receipt of price. Agents: WATSON, EVERYWHERE.











